



Charter School Office

The Biome School: Contract Term 2021-2025  
 ANNUAL REVIEW PERFORMANCE SUMMARY SY23

STANDARDS	SY23 RATING
<b>I. ACADEMIC PERFORMANCE</b>	
State and Federal Accountability	Meets
Academic Proficiency	Exceeds
Academic Growth	Partially Meets
<b>II. FINANCE</b>	
Near-Term Financial Health	Meets
Financial Sustainability Measures	Meets
Financial Operations	Meets
<b>III. LEARNING ENVIRONMENT</b>	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
School-Specific Goals	Does Not Meet
<b>IV. GOVERNANCE</b>	
Effective Governance Practices	Partially Meets
School Leader Accountability	Meets
Compliance and Reporting	Meets
<b>V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE</b>	
Employee Rights and Requirements	Partially Meets
Compliance and Reporting	Does Not Meet
School-Specific Goals	TBD

RATING	DESCRIPTION
Exceeds	The school is exceeding expectations and showing exemplary performance. This rating only applies to academic performance.
Meets	The school generally meets the criterion, is performing well, is meeting expectations for performance, and/or minor concerns(s) are noted.
Partially Meets	The school meets some aspects of the criterion, but not others and/or moderate concerns(s) are noted.
Does Not Meet	The school falls far below the stated expectations and/or significant concern(s) are noted. The failures are material and significant to the viability to the school.

**REVIEW SUMMARY**  
 In review, TBS has met the terms of its Charter Contract and Performance Contract in in three of the five areas: Academic Performance, Finance, and Governance. In the area of Academic Performance, they improved outcomes overall, despite having fallen short in the area of Student Academic Growth. Internal SY23 data indicate continued progress in student outcomes. In the area of Finance, the school demonstrates strong financial practices and overall financial health. In the area of Governance, The Biome has a committed board that has areas under "Effective Governance Practices" that must be addressed, the most important of which is conducting regular meetings.

In the area of Learning Environment, they are out of compliance with relation to providing evidence of a permit, meeting attendance targets, and student retention. Further in the area of Operations and Organizational Compliance, there are several concerns. Primarily, the concern is in relation to noncompliance in the PD program and the staff retention rate.

**FINDINGS**  
*Strengths*  
 - TBS's academic outcomes significantly exceed the home district. In the area of Academic Performance, they exceeded all targets of the Performance Contract in all content areas. The school is implementing a robust School Improvement Plan with clear goals and time-based strategies to meet those goals.  
 - TBS proficiency rates in both math and ELA improved significantly in SY22.  
 - The new principal is implementing structures and systems that are benefitting the school culture, professional development, and improved academic outcomes.  
 - The TBS Board of Directors brings extensive expertise and commitment to TBS.  
 - TBS has excellent student support systems, implementing a robust intervention system and a strong special education program.  
 - TBS's financial position is sound.

*Areas for Growth:*  
 - In order to sustain the level of progress needed to meet the school's internal long-term goals, they must achieve higher rates of student growth on the MAP assessment.  
 - Instruction must include improved classroom management, increased pacing and student engagement, and frequent checks for understanding for the full classroom to drive instructional adjustments in the moment.  
 - The Biome must ensure all facility and learning environment areas are in compliance by December 2023.  
 - The Biome must improve attendance as it declined sharply in SY22.

- The Biome must improve attendance, as it declined sharply in 2022.
- The Biome's board must ensure adequate participation to conduct regular meetings.
- The Biome must also remedy noncompliance in the PD program and submitting documents to UMSL in a timely manner.
- As has been seen nationally, TBS must work to ensure they retain staff, in order to ensure a strong instructional program and school climate.

**CONCLUSION**

TBS has met most of the terms of the Charter Contract and Performance Contract this year. TBS has a very dedicated leadership team, with strong commitment to student achievement. This commitment is evident in their robust academic student intervention program as they have made progress in the right direction with relation to academic outcomes.



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I. ACADEMIC PERFORMANCE

STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT					Cumulative Rating	Direction	Notes
		SY 19	SY 20	SY 21	SY 22	SY 23			
<b>State and Federal Accountability</b>	<b>Indicators/Measures</b>	<b>SY 19</b>	<b>SY 20</b>	<b>SY 21</b>	<b>SY 22</b>	<b>SY 23</b>			
* State Rating-APR	70+	100	N/A	N/A	71	TBD	Meets	↔	- SY20 not available; - SY21 not to be used for accountability; - Comparisons are a new metric in SY22 and are not part of the Performance Contract.
Exceeds Home District APR	<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	SLPS = 54	SLPS = N/A	SLPS = N/A	SLPS = 64	TBD	Exceeds	↔	
<b>Academic Proficiency</b>	<b>Indicators/Measures</b>	<b>SY 19</b>	<b>SY 20</b>	<b>SY 21</b>	<b>SY 22</b>	<b>SY 23</b>	<b>Cumulative Rating</b>	<b>Direction</b>	<b>Notes</b>
* ELA: % Proficient/Advanced (All)	Target Actual Score	N/A 25%	25% N/A	28% 28%	31% 42%	39% TBD	Exceeds	↗	- SY19-SY20 are from previous contract - SY20 not available - SY21 not to be used for accountability - Comparisons are a new metric in SY22 and are not part of the Performance Contract - MPIs in SY22: 1st Number is MPI calculated as Continuous MPI per MSIP 6; the 2nd number is the conversion to an MSIP5 calculation made to compare to Contract targets and determine if target met.
ELA: Proficiency Comparison (All 3-5)	<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	SLPS (3-4) = 18%	SLPS (3-5) = N/A	SLPS (K-5) = 14%	SLPS (K-5) = 17%	TBD	Exceeds	↔	
* ELA: % Proficient/Advanced (Subgroups)	Target Actual Score	N/A 25%	N/A N/A	28% 24%	31% 34%	31% TBD	Exceeds	↗	
* ELA: MPI (All)	Target Actual Score	360 246	375 N/A	250 288	262 382/315	310 TBD	Exceeds	↗	
* ELA: MPI (Subgroups)	Target Actual Score	360 244	375 N/A	250 276	262 372/304	281 TBD	Exceeds	↗	
* Math: % Proficient/Advanced (All)	Target Actual Score	N/A 7%	N/A N/A	10% 7%	12% 25%	26% TBD	Exceeds	↗	
Math: Proficiency Comparison (All 3-5)	<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	SLPS (3-4) = 17%	SLPS (3-5) = N/A	SLPS (3-5) = 10%	SLPS (3-5) = 13%	TBD	Exceeds	↔	
* Math: % Proficient/Advanced (Subgroups)	Target Actual Score	N/A 6%	N/A N/A	8% 7%	10% 18%	21% TBD	Exceeds	↗	
* Math: MPI (All)	Target Actual Score	360 186	375 N/A	200 188	212 350/257	235 TBD	Exceeds	↗	
	Target	360	375	195	212	207			

* Math: MPI (Subgroups)	Actual Score	183	N/A	180	338/ 236	TBD	Exceeds	↗	
* Science: % Proficient/Advanced (All)	Target	N/A	N/A	10%	12%	38%	Exceeds	↗	
	Actual Score	N/A	N/A	14%	24%	TBD			
Science: Proficiency Comparison (Grade 5)	<i>Exceeds Home District?</i> <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	SLPS (5) = 11%	SLPS (5) = 16%	TBD	Exceeds	↔	
* Science: % Proficient/Advanced (Subgroups)	Target	N/A	N/A	8%	10%	26%	Exceeds	↔	
	Actual Score	N/A	N/A	14%	14%	TBD			
* Science: MPI (All)	Target	N/A	N/A	200	212	310	Exceeds	↗	
	Actual Score	N/A	N/A	195	350/ 265	TBD			
* Science: MPI (Subgroups)	Target	N/A	N/A	195	212	283	Exceeds	↗	
	Actual Score	N/A	N/A	191	339/ 257	TBD			
Academic Growth	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
ELA: NCE Score (All)	≥ 50	N/A	N/A	51.3	Average: Z = -0.0595; SIG = 0 NCE = 48.7471	TBD	Partially Meets	↘	<p><b>Measure Rating Key:</b></p> <ul style="list-style-type: none"> <li>- Exceeds if school NCE is greater than 52 (SY21) or Above Average (SY22)</li> <li>- Meets if school NCE is between 50-51.9 (SY21) or Average and ≥ 50 (SY22)</li> <li>- Partially Meets if school NCE is between 48.9-49.9 (SY21) or Average and &lt; 50 (SY22)</li> <li>- Does Not Meet if school NCE is less than 48.9 or Below Average (SY22)</li> </ul>
ELA: NCE Comparison (All)	<i>Exceeds Home District?</i> <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	SLPS = 49.8	SLPS Z = 0.0534; SIG = 1 NCE = 51.1	TBD	Partially Meets	↘	
ELA: NCE Score (Subgroups)	≥ 50	N/A	N/A	N/A	Average: Z = -0.0382; SIG = 0 NCE = 49.1954	TBD	Partially Meets	↘	
Math: NCE Score (All)	≥ 50	N/A	N/A	51.6	Average: Z = -0.0596; SIG = 0 NCE = 48.7456	TBD	Partially Meets	↘	
Math: NCE Comparison (All)	<i>Exceeds Home District?</i> <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	SLPS = 48.9	SLPS Z = -0.02415; SIG = -1 NCE = 49.5	TBD	Partially Meets	↘	
Math: NCE Score (Subgroups)	≥ 50	N/A	N/A	N/A	Average: Z = -0.0798; SIG = 0 NCE = 48.3184	TBD	Partially Meets	↘	

**Additional Notes:** TBS's academic performance improved in SY22, for all students as well as student groups. They significantly outperformed SLPS in all three content areas. In SY22, they exceeded every academic target set in their Performance Contract for all students and student groups.

The approach to TBS's mission of "engag(ing) students in an individualized, challenging, yet nurturing educational environment, enriching their minds and cultivating confident and creative builders of the future" utilizes a focus on literacy and math fundamentals. The Biome has made significant changes to their programs in the last couple of years to achieve improved academic outcomes. Observations and interviews indicate that the curriculum emphasizes basics and fundamentals, but they are still developing the approach to the more student-centered, interdisciplinary, inventive thinking outlined in the charter and on the website. Project-based learning is evident in science and adaptive learning classes. The board and leadership's commitment to ensuring students learn to read and develop fundamental math skills drives all decision-making at the school. TBS has had some staff turnover over the years that has made building the program to achieve the mission more difficult, but the principal hired in SY21 is building structures and systems that will support TBS's vision of providing a more robust educational program.

Internal SY23 iReady reading data in the fall showed 23% on or above grade level, and moved to 63% on or above grade level in the spring. This is tremendous progress. 47% met typical growth targets in reading, and 24% met stretch growth targets in reading. In Reading, 60% of black students, 60% of FRL students, and 58% of students with IEPs were on or above grade level in the spring. Student Groups performed near the school's overall average in reading.

Internal Sy23 iReady math data in the fall showed 4% on or above grade level, and moved to 39% on or above grade level in the spring. This is also tremendous progress. 40% met typical growth targets in math, and 20% met stretch growth targets in math. In Math, 37% of black students, 38% of FRL students, and 37% of students with IEPs were on or above grade level in the spring. Student Groups performed near the school's overall average in math.

- Asterisk indicates Standards in the Performance Contract

- Data is that which was available through June 15, 2023

- 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔

**Cumulative Rating Scale:**

Exceeds: Consistently exceeds target, year over year OR Exceeds in current year, and demonstrates a positive trend overall

Meets: Consistently meets target, year over year OR Meets or exceeds in at least one of the last two years, and demonstrates a positive trend overall

Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet

Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years



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II. FINANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT					Cumulative Rating	Direction	Notes
Near-Term Measures	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23			
Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence the school is a viable school of choice	Materially Compliant	178	199	187	166	177 (oct)	Meets	↔	TBS's enrollment has remained adequate and in alignment with enrollment projections.
Fund Balance	Materially Compliant	\$2,291,780	\$584,792.00	\$1,141,846	\$1,006,083	TBD	Meets	↔	
Sustainability Measures	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* % Surplus	> 10%	9.67%	21.34%	46%	33%	TBD	Meets	↔	
Expenditures Less than Receipts for the Fiscal Year	Expenditures/Revenue < 1	0.95	0.89	0.82	1.05	TBD	Meets	↔	If the trend of expenditures exceeding revenue is due to one-time / specific needs and not an ongoing trend, the overall rating is 'meets'.
Financial Operations	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Complies with annual auditing and ASBR requirements, and remedy all audit findings	Materially Compliant	Meets	Meets	Meets	Does Not Meet	Meets	Meets	↔	The audit and ASBR were submitted on time. No material weaknesses were identified.
* Maintains adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* Fiscal records are appropriately maintained	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* The school operates in a fiscally sound and appropriate manner	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* Core Data and other required school reporting is conducted in a timely and appropriate manner	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	

Additional Notes: N/A

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**Cumulative Rating Scale:**

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**III. LEARNING ENVIRONMENT COMPLIANCE**

III. LEARNING ENVIRONMENT COMPLIANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT							
School Environment	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Complies with facilities and transportation requirements	Materially Compliant	Meets	Meets	Meets	Meets	Partially Meets	Partially Meets	↘	- TBS does not provide transportation. The school did not provide the occupancy permit.
* Meets all state and local standards relative to health and safety; maintains a clean and safe environment that supports the educational mission of the school	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
Education Program Compliance	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
Implements the material terms of the education program as defined in the current charter contract	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Complies with applicable education requirements	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Students Rights and Requirements	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
Protects the rights of all students	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Protects the rights of students with disabilities	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Protects the rights of English Language Learner (ELL) students	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
School-Specific Goals	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Attendance	90/90	92%	97%	95%	54%	TBD	Partially Meets	↘	SY22 declined significantly in attendance due to COVID Quarantine protocols
* Student Retention Rate (enrollment from beginning to end of school year)	≥ 75%		75%	83%	73%	65%	Does Not Meet	↘	-Numbers for SY20-22 were updated to reflect public data from October Core Data reports, not school-reported data from BOY to EOY. In SY23,



**Additional Notes:** TBS's mission of "engag(ing) students in an individualized, challenging, yet nurturing educational environment, enriching their minds and cultivating confident and creative builders of the future" utilizes a focus on literacy and math fundamentals. The vision for the school is to "aspire to build a high-performing school that individualizes education, so every child realizes their unique potential." This has been shifted from previous years in response to the need to focus first on educational fundamentals before STEAM. The most important indicator of students achieving the mission for TBS could be adequate preparation for middle school beyond TBS. It is suggested this data is collected as students matriculate from TBS to middle school.

TBS is always a very clean and welcoming environment; the building is bright and highlights student work and achievement throughout. They have done a security audit and are continuing to make upgrades related to security, including safety glass if the safety grant from DESE is granted.

Family surveys indicate satisfaction with teachers overall and the feeling of safety/being taken care of at the Biome. The school went even further and commissioned an outside provider (Open Circle Strategies) to conduct focus groups with parents. The focus groups found the strengths of "The Biome School include: an intimate family environment; transparent communication by select staff; strong aftercare programming; engaging arts programming; opportunities to see children grow; and insightful staff who are interested in developing authentic relationships with learners. Identified challenges include: student behavior issues; poor and unequal staff-to-parent communication; lack of accountability and transparent communication from school leadership; insufficient social-emotional learning supports; inconsistencies in learner engagement; and a cultural disconnect between staff and learners and their families. There were mixed reviews on The Biome's school report card. Parents expressed a desire for The Biome to help their learners achieve a mix of academic and social-emotional learning goals in preparation for middle and high school. More emphasis was placed on social-emotional/character-related attributes, as they were seen as being important precursors to academic learning. While parents were enthusiastic about sharing ideas to make improvements to the school for the benefit of their learners, they were also exasperated, and many expressed interest in disenrolling their learners. Desires for improved classroom behaviors, improved communication from teaching and leadership staff, and more opportunities for learners and parents to develop trusting, meaningful relationships with each other and with staff were recurring themes. Parents seek to be active partners with the school in their children's learning development, and welcome opportunities to problem-solve as a community."

Staff surveys indicate staff feel a strong sense of collegiality and relationships with other staff members. They feel safe and as though they are doing good work with students. Staff interviews indicate they have voice; kids are treated well/like family and all are known; and they are always trying to make improvements and have shared expectations. Teacher interviews indicate student support and parent involvement is strong; community is a strength; and they have input on many areas - schedule, lit program. Staff surveys indicated concern with students relationships and behavior. This concern was echoed in interviews when all expressed concern with student behavior (consistent behavioral expectations and consequences needed) and staffing (turnover).

Student surveys indicate they like the school, there are clear rules, and the teachers treat them with respect. They also indicate they have an adult there to help them when needed. Student concerns parallel the teacher and family concerns related to behavior and getting along with others.

Biome's SST process, procedures, and documentation tools are strong. Biome has willingly shared its process and documentation tools with other schools seeking to create a similar structure. Biome's Student Support Team is facilitated by the Student Support Services Director and attended by school leadership and interventionists. The Biome has a strong commitment to providing a continuum of supplemental and intense literacy intervention and supports for learners. Training for teachers is provided: LETRS training, dyslexia workshops, and writing workshop. Various screening and diagnostic assessments as well as SST are used to identify students eligible for reading intervention. 44 students received tiered literacy intervention in a 1-1 setting. Small groups are offered periodically, when appropriate. Intervention resources are mostly evidence-based. Fountas & Pinnell assessments and Leveled Literacy Intervention are not well aligned with the science of reading and will be replaced with stronger models in the future. Tiered math intervention supports were available; however specific implementation data for these supports was not included in this review. Due to last minute resignations and hiring limitations, the math interventionist was reassigned to a classroom teaching role for the school year. Tiered math intervention supports were provided by the reading interventionist and a part-time math interventionist. Biome intends to re-initiate math intervention services for the SY24. In the area of SEB and based on staff interviews and SLAC observations, the initial design of the SLAC center did not meet DESE expectations for multi-tiered social-emotional-behavioral intervention. Biome is in the process of redesigning the SLAC to align with an MTSS framework.

The Biome is overall compliant in all areas of student support services: special education, ELL, homeless student services, etc.

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#### Cumulative Rating Scale:

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IV. GOVERNANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT							
Effective Governance Practices	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Maintains an active, involved board as described in their charter	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	TBS has reduced the size of their board during the current year, but has maintained a balance of skills and professional expertise: project management, graphic design/PR, business owner, DEI, education leadership, community engagement and neighborhood stabilization, finance, biotech leadership.
* The school Board operates legitimately and in the best interest of its students and mission	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service and continual training throughout their service	6+ hours/member annually	Meets	Meets	Meets	Meets	Partially Meets	Partially Meets	↘	TBS has developed an impressive Board Orientation process, including appropriate trainings and awareness of their roles, obligations, and mission. Beyond that, though, only 4/7 members completed board training as is required in their contract with UMSL.
* Appropriate board policies are developed, revised as needed, and followed	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	The MOCAP policy must be displayed as required by law.
* Meetings are regularly scheduled and appropriately conducted	Materially Compliant	Meets	Meets	Meets	Meets	Does Not Meet	Partially Meets	↘	The calendar indicates 7 public board meetings and 12 Finance committee meetings. Three meetings were missed this year due to not having quorum. TBS has reduced the size of the board, removing chronically inactive members in order to address this problem
* The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication	Materially Compliant	Meets	Meets	Meets	Partially Meets	Meets	Meets	↔	Overall, the board evaluates itself very highly, with the exception of completing regular board training.
Strategic Plans, Board Goals	Materially Compliant				Partially Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22 The plan is a one-year plan, but includes targets in the SIP for multiple years. The school will begin a comprehensive strategic planning process in SY24.
School Leader Accountability	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes

* The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals	Materially Compliant	Does Not Meet	Meets	Meets	Partially Meets	Meets	Meets	↔	The TBS Board outlined a process to evaluate the school leader, but evidence they completed it was not provided. The Board receives regularly updates on the school's progress at board meetings.
Compliance and Reporting	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Consistently abide by all Missouri laws	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* Governance records and documentation are appropriately created and maintained	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	School business is conducted in accordance to regulations, as evidenced in UMSL's attendance of board meetings.
* The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues	Materially Compliant	Meets	Meets	Meets	Meets	N/A	Meets	↔	
* The Board officially reviews the sponsor's Annual Review at one of its board meeting	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	

**Additional Notes: N/A**

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The Biome School: Contract Term 2021-2025

V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE										
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT								
Employee Rights and Requirements	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes	
* Maintains a professional development system that includes a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations	Materially Compliant	Meets	Meets	Meets	Meets	Partially Meets	Partially Meets	↔	The PD Plan submitted did not include several the required trainings or sustained training in priority areas. Further, the Teacher Evaluation Plan did not clearly align with state requirements.	
* Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement		Does Not Meet	Does Not Meet	Does Not Meet	Partially Meets	Meets	Meets	↔		
Meeting teacher and other staff credentialing requirements	Materially Compliant				Does Not Meet	Partially Meets	Partially Meets	↘	- Reviewed/Did not receive a rating prior to SY22 The Staff Assignment Report does not indicate any inappropriately certified teaching staff is supervised by an appropriately certified staff member, although they do maintain at least 80% certified staff.	
Compliance and Reporting	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes	
* Compliance rate for submitting required data and reports to UMSL	≥ 90%	Meets	Meets	Nearly Meets (88%)	79%	99%	Meets	↔	1% missing; 18% late - Late submissions continue to be a problem and must be remedied immediately.	
* Consistently complies with DESE reporting requirements and requests, including Core Data Submissions and Tiered Monitoring requirements	Materially Compliant	Meets	Meets	Meets	Partially Meets	Meets	Meets	↔		
* Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented	Materially Compliant	Meets	Meets	Meets	Meets	Does Not Meet	Does Not Meet	↘	Enrollment Policy was not provided to UMSL by the school.	
School-Specific Goals	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes	
* Teacher Retention Rate (percent of certified staff who return from the October Report of one year to the October Report next school year)	≥ 60%		71%	59%	62%	TBD	TBD	↔	-Numbers for SY20-22 were updated to reflect public data from October Core Data reports, not school-reported data from BOY to EOY. In SY23, the school reports 57% of teachers returned. Of the full staff, 56% returned. Official numbers will be calculated when available.	

**Additional Notes:** The President of the Biome School is unwaveringly focused on student achievement. The Biome School has a strong intervention program and is working on improving Tier 1 instruction, as well. The President is deeply committed to the school's mission, but often delays ensuring the school is compliant in the many areas of school management: elements of the learning environment required by law, PD required by law, requirements of the charter contract, supporting the Board in effective governance practices, posting/submitted required documents, and others identified in this report. These failures to be compliant must be corrected.

- Asterisk indicates Standards in the Performance Contract

- Data is that which was available through June 15, 2023

- 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔

**Cumulative Rating Scale:**

Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall

Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet

Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years